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ABSTRACT

The hypothesis that teacher managerial behavior may have a greater effect than teacher instructional behavior on ultimate student academic achievement is supported through the explication of seven major approaches to class management. Forms of teacher managerial behavior examined are: (1) authoritarian; (2) behavior modification; (3) common sense; (4) group process; (5) instructional; (6) permissive; and (7) socioemotional climate. The relationship between these seven clusters of teacher behaviors and student on-task behaviors are extended to infer causality between the teacher behaviors and the students' academic achievement levels. A bibliography is appended. (LH)

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TEACHER MANAGERIAL BEHAVIORS AND STUDENT ON-TASK BEHAVIOR

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An examination of the recent research in teacher effectiveness suggests that student on-task behavior—student engagement in the activity in which the teacher expects them to be engaged (Evertson and Anderson, 1977, page 8)—is related to certain student outcomes. A number of studies have shown student on-task behavior to be related to student performance in the basic skills as measured by standardized achievement tests (Berliner and Rosenshine, 1976; Bloom, 1976; Coker, 1977; Medley, 1977; Rosenshine, 1977; and Rosenshine and Berliner, 1978). In addition, several have found disruptive classroom environments—situations in which students are exhibiting off-task behavior—to be negatively related to academic achievement (Coker, 1977; Good and Grouws, 1977; Medley, 1977; and Rosenshine, 1976). These findings suggest that student on-task behavior is an important mediating variable between teacher behaviors and student academic outcomes.

The identification of those teacher behaviors which are related to the establishment and maintenance of student on-task behavior seems, therefore, to be a task of considerable importance and promise. Initial efforts in this regard suggest that those teacher behaviors which are most effective in establishing and maintaining student on-task behavior may be managerial rather than instructional behaviors. That is, teacher managerial behaviors—those behaviors the teacher uses in attempting "to create and maintain conditions in which instruction can take

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place effectively and efficiently" (Weber, 1977, page 287)--may be more effective in promoting student on-task behavior than teacher instructional behaviors--those behaviors which are "intended to facilitate the student's achievement of specific educational objectives directly" (Weber, 1977, page 287). This position is supported by several recent studies which have indicated that teacher instructional behaviors are not effective in promoting student on-task behavior or student achievement in the absence of effective teacher managerial behaviors (Berliner, 1978; and Anderson and Evertson, 1978).

Although the managerial dimension of teaching is now receiving the attention of some educational researchers, this is a very recent trend. Research in the area of classroom management has been noticeably lacking. Rosenshine (1977) has asserted that classroom management is a critical problem which to date has received little attention. While a variety of different classroom management techniques and approaches have been described--and advocated--little has been done to examine them empirically. This study attempted to do so.

This study was designed to examine the relationship of teacher managerial behaviors to student on-task behavior. For this purpose, the framework of classroom management developed by Weber (1977) was employed. Weber has analyzed and categorized the various behavioral approaches and systems of classroom management into seven major approaches: the authoritarian, behavior modification, common sense, group process, instructional, permissive, and socioemotional climate approaches.

The authoritarian approach places the teacher in the role of establishing and maintaining order in the classroom through the use of discipline. The major goal of the teacher is to control student behavior. The teacher assumes full responsibility for the controlling of conduct of the student.

The behavior modification approach is seen as having a theoretical basis in the theories of behavioral psychology. Its major assumption is that behavior is learned and that several basic processes--positive reinforcement, punishment, extinction, and negative reinforcement--account for all learning. The major teacher role in this approach is to reward appropriate student behavior and withhold the rewarding of inappropriate student behavior.

The common sense approach does not have a single theoretical or psychological base. It lacks consistency and a set of principles which would permit the teacher to generalize. It tends to be reactive rather than proactive and is a combination of common sense and folklore. The common sense approach is often represented in simplistic lists of "do's" and "don'ts" for teachers. This approach is also called the cookbook approach because these lists resemble step-by-step recipes.

The group process approach, which is also known as the sociopsychological approach, has its theoretical underpinnings in social psychology and group dynamics. Its major assumption is that schooling takes place within a group context. The role of the teacher in this approach is to establish and maintain a cohesive, productive classroom group.

The instructional approach to classroom management is based on the premise that carefully planned and executed instruction will prevent most student behavior problems and solve the others. This approach advocates the use of instructional teacher behavior to prevent or stop student deviant behavior.

The permissive approach places the teacher in the role of promoting the freedom of students and fostering their natural development. In essence, the teacher interferes as little as possible. The role of the teacher is to encourage students to express themselves freely so that they might reach their fullest potential.

The socioemotional climate approach has its theoretical basis in counseling and clinical psychology. In this approach, it is assumed that effective management is largely a function of positive teacher-student and student-student relationships. The teacher is seen as the major determiner of interpersonal relationships and classroom climate. The role of the teacher in this approach is to build positive interpersonal relationships and a positive socioemotional climate.

This conceptualization of seven managerial approaches provides a means of organizing classroom managerial behaviors into seven categories. A specific managerial behavior may be classified as belonging to a particular approach depending on its nature and the context in which it occurs. This classification process permits the identification of behavioral clusters which lend themselves to further analysis.

The overall purpose of this study was to examine the relationship between seven specific clusters of teacher managerial behaviors--one for each of the seven approaches--and student on-task behavior in the elementary school. An examination of the existing research in the field resulted in the formulation of seven directional hypotheses. Each hypothesis called for the testing of the relationship between those teacher managerial behaviors indicative of one of the seven managerial approaches and student on-task behavior. For example, it was hypothesized that a statistically significant negative relationship exists between teacher permissive managerial behavior and student on-task behavior because the literature seems to support this view. The research summarized by Medley (1977) consistently showed permissive teacher behavior to be common in classes of less effective teachers. Rosenshine (1977) and Anderson and Evertson (1978) found that more effective teachers had highly structured classrooms with effectively communicated rules. Therefore, it seemed reasonable to assume that teachers who exhibited a higher percentage of permissive managerial behaviors

would not be as effective in promoting student on-task behaviors as would teachers who exhibited a lower percentage of permissive managerial behaviors.

On the basis of these and similar analyses, three teacher managerial approaches were posited as having a statistically significantly positive relationship with student on-task behavior: the behavior modification, group process, and socioemotional climate managerial approaches. Four teacher managerial approaches were posited as having a statistically significantly negative relationship with student on-task behaviors: the authoritarian, common sense, instructional, and permissive managerial approaches.

Procedures

The procedures for this study were designed to examine the relationships between certain clusters of teacher managerial behaviors and student on-task behaviors. Given the hypotheses the study was designed to test, the independent variables were the seven clusters of teacher managerial behaviors: authoritarian, behavior modification, common sense, group process, instructional, permissive, and socioemotional climate behaviors. The dependent variable was student on-task behavior.

The subjects in the study included thirty-five volunteer elementary school teachers from school districts in a large metropolitan area. Teachers in grades one through five, representing nine elementary schools, were included in the study. All of the teachers in the study had a minimum of three years classroom teaching experience, were women, and taught heterogeneously grouped students. The sample included both teachers who had received previous formal training in classroom management and those who had not. Both trained and untrained teachers were used so as to provide a wide variety of managerial behaviors for observation.

Subjects were observed for two full morning classroom sessions during the second semester of the school year. Morning sessions were chosen because it was during that part of the school day when instruction in reading and mathematics was scheduled in the particular school districts involved in the study. Each of the two sessions was observed by a different member of the data collection team.

During each observation period, the observer recorded student on-task behavior and teacher managerial behaviors. Two instruments were utilized for this purpose: the Student Engagement Rating System (Evertson and Anderson, 1977) and the Managerial Approach Behavior Observation System (Coman, Goldstein, Peacock, and Weber, 1978).

Student on-task behavior data were collected using the Student Engagement Rating System. This instrument is designed to rate student engagement at fifteen minute intervals throughout an observation period but, for the purposes of this study, was modified to allow for five minute intervals between ratings. It also provides for the collection of information with regard to classroom context and the number of students who can be classified in each of eight different categories of engagement. The student engagement ratings for each observation were combined to yield an average on-task, off-task rating for each teacher.

Teacher managerial behavior data were collected by using the Managerial Approach Behavior Observation System (MABOS). This instrument consists of two parts: an observation instrument and a coding instrument. The observation system consists of a narrative record of classroom managerial behaviors and episodes. Notes of verbal and nonverbal teacher and student behaviors are made during the observation. It was decided to use a narrative observational form rather than a frequency count in order to capture the quality and flavor of the episode being observed. By relating the narrative, which was time-coded, to the student engagement

ratings, also time-coded, the linkage between teacher and student behaviors could be examined.

The data collection team was trained to recognize teacher behaviors which were managerial in nature and to categorize them with a high degree of reliability. If there were any question regarding the nature of a particular episode, the data analysis team had the narrative to provide them with contextual clues. When the observational data had been collected, teacher verbal and nonverbal behaviors were categorized according to the seven category system of classroom management behaviors adapted from the categories developed by Weber (1977). The totals for each category were tallied and the predominant clusters of managerial behaviors for each teacher were then identified. The results for each category were expressed as a percentage of the total managerial behaviors recorded for each individual teacher. For example, the profile of an individual teacher might look like this:

Authoritarian.....	36.86%
Behavior Modification.....	23.40%
Common Sense.....	01.35%
Group Process.....	04.00%
Instructional.....	20.12%
Permissive.....	04.92%
Socioemotional Climate.....	09.35%

A Pearson product-moment correlation was performed to determine the nature of the relationships between the teachers' scores in each of the seven MABOS categories and the scores for student on-task behavior and, thereby, test the hypotheses. Scattergrams were constructed for each pair of correlates to provide a visual image of the relationships between variables. A multiple regression analysis was performed to provide a statistical test for curvilinear relationships between variables. Further Pearson product-moment correlations were performed to correlate each of the managerial approaches with the others and to calculate the combined effect of the

approaches hypothesized as having a positive relationship with student on-task behavior and the combined effect of the approaches hypothesized as having a negative relationship with student on-task behavior. All results were considered statistically significant at the ninety-five percent level of confidence.

Results

Table I presents a summary of the results of the study. Four of the seven hypotheses were accepted at a statistically significant level. It was found that teacher authoritarian and permissive managerial behaviors had negative relationships with student on-task behavior. That is, the more authoritarian or the more permissive the teacher's managerial behaviors, the lower the student on-task behavior. Teacher group process and socioemotional climate managerial behaviors were found to have positive relationships with student on-task behavior. The more group process or socioemotional managerial behaviors the teachers used, the higher the student on-task behavior. The correlations obtained for teacher behavior modification, common sense, and instructional behaviors and student on-task behavior were not statistically significant.

Although statistically significant relationships were not obtained in testing three of the seven hypotheses, it should not be concluded that these behaviors may not be useful in predicting student on-task behavior. The score distributions for the three teacher managerial behaviors which did not evidence significant relationships with student on-task behavior showed little discrimination between subjects. Few teachers evidenced managerial behaviors which could be categorized as common sense or instructional behaviors. A larger sample may have provided a data base from which more meaningful correlations could have been calculated.

Table I
Summary of Results Obtained from Correlation of
Teacher Managerial Behavior and Student On-Task Behavior Data

Managerial Behavior	Hypothesized Relationship	N	Correlation Coefficient	Level of Significance	Conclusion
Behavior Modification	Positive	35	+.15	.192	Not Accepted
Group Process	Positive	35	+.51	.001	Accepted
Socioemotional Climate	Positive	35	+.32	.031	Accepted
Authoritarian	Negative	35	-.48	.002	Accepted
Common Sense	Negative	35	+.03	.441	Not Accepted
Instructional	Negative	35	+.05	.393	Not Accepted
Permissive	Negative	35	-.53	.001	Accepted

The third teacher managerial behavior for which a non-significant correlation was computed was behavior modification. Few teachers in the sample evidenced a consistent application of behavior modification techniques in the classroom. Again, a larger sample may have provided a data base which included teachers who were appropriately and consistently applying behavior modification techniques. The strength of the correlation of teacher behavior modification managerial behaviors with student on-task behavior may have been statistically significant if the sample had been larger.

The multiple regression test for curvilinearity indicated that three variables--authoritarian, group process, and permissive managerial behaviors--had a significant curvilinear relationship with student on-task behavior. An examination of the scattergrams for each of these three variables indicated that too little or too much teacher authoritarian managerial behavior and too much or too little teacher permissive managerial behavior were associated with low student on-task behavior. The scattergram for teacher group process managerial behavior showed that a slight increase in teacher group process managerial behavior yielded a large increase in student on-task behavior.

The Pearson product-moment correlation coefficients obtained when each of the teacher managerial behaviors was correlated with each of the others are presented in Table II; these results seem to lend support to the validity of the behavioral categories conceptualized by Weber and adapted for the MABOS. Several statistically significant relationships were indicated by the analysis. Teacher authoritarian managerial behaviors were negatively correlated with teacher behavior modification, group process, and socioemotional climate managerial behaviors and positively correlated with teacher common sense managerial behaviors.

Table II
Summary of Results Obtained from Correlation of
Each Teacher Managerial Approach with Each of the Others

Managerial Approach	BM	CS	GP	IN	PE	SE
Authoritarian	-.45*	+.30*	-.67*	+.01	+.10	-.61*
Behavior Modification		-.05	+.00	-.12	-.22	+.00
Common Sense			-.24	-.12	-.02	-.27
Group Process				+.04	-.35*	+.29*
Instructional					+.17	-.51*
Permissive						-.14

*Statistically significant at the .05 level.

Teacher group process managerial behaviors were negatively related to teacher permissive managerial behaviors and positively correlated with teacher socioemotional climate managerial behaviors. Teacher instructional managerial behaviors were negatively correlated with teacher socioemotional climate managerial behaviors. All of the findings are consistent with Weber's conceptualization.

Finally, Pearson product-moment correlations were performed to determine: (1) the relationship between teacher behavior modification, group process, and socioemotional climate managerial behaviors when combined and student on-task behavior; and (2) the relationship between teacher authoritarian, common sense, instructional, and permissive managerial behaviors--when combined--and student on-task behavior. The results of both of these correlations yielded statistically significant results. When behavior modification, group process, and socioemotional climate managerial behaviors were combined and correlated with student on-task behavior, the correlation was found to be $+0.52$, which was significant at the $.001$ level. When authoritarian, common sense, instructional, and permissive managerial behaviors were combined and correlated with student on-task behavior, the resultant correlation was -0.51 , which was also significant at the $.001$ level. Again, these are findings which support Weber's conceptualization.

Discussion

The results of this study suggest that certain clusters of teacher managerial behaviors are significantly related to student on-task behavior in elementary school classrooms. The use of authoritarian and permissive behaviors is negatively related to student on-task behavior, while the use of group process and socioemotional climate behaviors are positively related. When teacher behavior modification, group process, and socioemotional climate managerial behaviors were combined and correlated with student on-task behavior, a strong positive relationship was

found. This indicates that there are identifiable, theoretically-based, teacher managerial behaviors and approaches which are positively correlated with the effective establishment and maintenance of student on-task behavior. The pluralistic use of these three teacher managerial approaches appears to enhance student on-task behavior. Thus, the use of behavior modification, group process, and socioemotional climate managerial behaviors should be encouraged. On the other hand, when teacher authoritarian, common sense, instructional, and permissive managerial behaviors were combined and correlated with student on-task behavior, a strong negative relationship was found. This finding indicates that there are identifiable behaviors and approaches which are negatively correlated with the effective establishment and maintenance of student on-task behavior. Consequently, the use of authoritarian, common sense, instructional, and permissive managerial behaviors should be discouraged.

The results of the study would tend to validate the theoretical conceptualization of managerial behavior categories described by Weber. Further, the findings seem to support his advocacy of a pluralistic approach utilizing the behavior modification, group process, and socioemotional climate approaches. The results also suggest that MABOS is a useful instrument with which to record and categorize teacher managerial behaviors. The combination of an ethnographic type of classroom observation with quantitative measurement instruments would seem to be an effective method of collecting data for process-process research of the kind conducted here.

While the findings of this study are most encouraging, caution must be utilized in inferring causality based on the presence of a significant correlation between two variables. The Pearson product-moment correlation indicates only that a relationship exists among variables. It does not indicate causality, but only furnishes clues as to causes which may be tested by means of experimental

studies. The findings of this study, it would seem, have suggested a direction for future observational and experimental studies in the field of classroom management and student on-task behavior.

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